

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

Every student must have skill in reading a well. To improve their reading comprehension they need to practice. There are many kinds of practice that they can do such as; reading a book, reading a magazine or reading a story telling and they can also find new words that can improve their reading ability. Actually, the difficulty of students is they are lazy to start reading something and it makes them have not good skills in reading comprehension.

According to Butler (2002) reading comprehension is defined as students' ability to demonstrate an overall understanding of the text, providing inferential as well as literal information, drawing conclusions, and making connections to their own experience. It means that a reader has to know what the purpose of reading itself to get the meaning what we are reading. The assessment of reading comprehension is a critical component of any national research effort aimed at improving our understanding about what reading comprehension is and how it can be best taught.

Moreover, to know students' reading comprehension is by doing a test after finishing to read the text, it is supported by Paris (2005) understanding the nature of the problem of reading comprehension requires having available good data identifying which readers can successfully undertake which activities with which

texts. Students should be able to recognize the topic of the text, identify genre of the text, the purpose of the text and the ideas of the author. It helps them to improve their reading ability.

Klingner (2007) stated that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. The students must be able to understand the meaning of each word and also the text is about.

Based on the explanation above, reading skill is important to be mastered by students. They have to know the process to get the purpose and the meaning of the text.

2. The Assessment of Reading Comprehension

Comprehension assessments are heavily focused on only a few tasks: reading for immediate recall, reading for the gist of the meaning, and reading to infer or disambiguate word meaning (Paris (2005). Assessment procedures to evaluate learners' capacities to modify old or build new knowledge structures, to use information acquired while reading to solve a problem, to evaluate texts on particular criteria, or to become absorbed in reading and develop affective or aesthetic responses to text, have occasionally been developed for particular research programs but have not influenced standard assessment practices. Because knowledge, application, and engagement are the crucial consequences of reading with comprehension, assessments that reflect all three are needed. Further, the absence of

attention to these consequences in widely used reading assessments diminishes the emphasis on them in instructional practices as well.

Reading comprehension assessments are the most common type of published reading test that is available. The most common reading comprehension assessment involves asking a student to read a passage of text that is leveled appropriately for the student, and then asking some explicit, detailed questions about the content of the text. There are some variations on reading comprehension assessments, for example, instead of explicit questions about facts directly presented in the text, the student could be asked to answer inferential questions about information which was implied by the text, or the student's comprehension might be tested by his or her ability to retell the story in the student's own words or to summarize the main idea or the moral of the story.

3. The Nature of Metacognitive Awareness

According to O'Malley and Chamot (1990) in Keshavarz and Assar, metacognitive strategies include selective attention to the task, planning self-monitoring, and self-evaluating. As applied to reading, these metacognitive strategies entail specifying purpose for reading, planning how the text will be read, self-monitoring for errors in reading comprehension, and self-evaluating how well the overall objectives are being fulfilled, which allows for taking corrective measures if comprehension is not being achieved. Metacognition plays an important role in reading. There appears to be a strong relationship between reading strategies used by readers, metacognitive awareness, and reading proficiency. In essence, successful

readers appear to use more strategies than less successful ones and also appear to use them more frequently.

According to Ridley, Schutz, Glanz, & Weinstein (1992) in Kemal (2010), the metacognitive learning strategies that autonomous learners can make use of include taking conscious control of learning, planning and monitoring learning strategies and progress, correcting errors, reflecting on the effectiveness of learning strategies, and making changes to learning behaviors and strategies accordingly. The control an autonomous learner exerts over his learning demonstrates his capacity to take control of his own learning (Benson, 2001).

Anderson (2002) in Rezvani mentioned that metacognitive awareness is monitoring and regulating of strategies while reading. It is considered as the main factor for proficient strategic reading since learners with meta-cognitive awareness could consciously use strategies effectively while reading and they can access and apply these strategies to future reading tasks easily.

According to Jansiewicz (2008) metacognitive strategies are techniques to increase an individual's awareness of their thought processes and actions while completing tasks. In this sense, they can be seen as the behavioral output of executive functions. The executive function of working memory is seen in metacognitive terms as individuals being able to monitor how well they are keeping information in memory.

The explanation above show that metacognitive awareness which is owned by the students is crucial to their success in academic learning. If they have good metacognitive awareness they automatically get better results of their study.

4. The Nature of Narrative Text

According to Kane (2000) a narrative is a meaningful sequence of events told in words . It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). Narrative text is a text which contains about story and the plot consists of climax of the story (complication) then followed by the resolution, (Agnesyia in Isdaryanto (2012). In general, narrative has three elements: orientation, complication and resolution. The general example of narrative texts are short story, novel, manuscript drama, and other texts telling about experience that have conflict-resolution.

Narrative text often contains of structural and character elements that should be familiar to the students. these elements can be used as guide to help the student think about the action, themes, and context of the story. Kaiser (2003) in Fauzi mention that there some elements of narrative text namely : 1) scene, (2) plot, (3) point of view, (4) characterization, (5), setting, (6) dialogue, (7) leitwort or keywording, (8) structure, and (9) stylistic and theoretical literary devices employed.

5. The relationship Between Metacognitive Awareness and Reading Comprehension

Shih (1992) in Keshavarz and Assar states that employing reading strategies requires thought and practice in a content approach. It seems when a student tries to

think with a content-based strategy, they increase their metacognitive control over reading and studying process, so that they can use these strategies in academic content classes. However, the students' metacognitive control over reading comprehension process, even when they read texts of the same academic contents, differ greatly from one student to another.

Metacognition plays important role in reading. There appears to be a strong relationship between reading strategies used by readers, metacognitive awareness and students' reading comprehension. In sense, successful readers appear to use more strategies than less successful ones and also appear to use them more frequently.

B. The Relevant Research

Keshavarz, he researched on reading comprehension ability and metacognitive awareness of reading strategies among high, mid and low ambiguity tolerance EAP students. The results showed significant differences between Low and High groups. That was, high ambiguity tolerance students scored higher on reading comprehension test, displayed higher metacognitive awareness of reading strategies, and showed higher perceived use of Global and Problem-Solving metacognitive reading strategies. However, no significant differences were found between the middle group and the other two groups in these variables. Also, no significant difference was found in the use of Supportive strategies among these three groups. The findings are interpreted to have implications for syllabus designers and EFL teachers.

Martinez (2011), she researched on the relationship between metacognitive awareness and reading English as a foreign language. This study investigated

relationship between Spanish university students' metacognitive conceptualization about reading in English and their reading in that language. One group of 66 native speakers of Spanish studying the second year of teacher training at the university of Oviedo participated in the experiment. A questionnaire was develop to obtain relevant information about their perceived reading awareness judgment about silent reading strategies in that language. She found a significant relationship between reading ability awareness and reading comprehension performance. Moreover, the more subject tend to agree that strategies are effective for reading, the better their reading performance.

While on my research that focused on correlation between student's metacognitive awareness and their reading comprehension in narrative text at state Islamic Boarding School Bukit Raya Pekanbaru found that the second grade students' metacognitive awareness at State Islamic Junior High School Bukit Raya Pekanbaru is categorized into medium level. The second grade students' reading comprehension in narrative text is categorized into good level and there is a significant correlation between students' metacognitive awareness and their reading comprehension of the second grade at State Islamic Junior High School Bukit Raya Pekanbaru. The score of correlation coefficient $0.4256 - 0.361$ in significant level 5%.

C. The Operational Concept

Operational concept is the concept used to clarify the theories used in this research to avoid misunderstanding. This operational will be classified into two

variable. Variable X is independent variable and variable Y is dependent variable.

Variable X: Students' metacognitive awareness.

The indicator can be seen as follows:

1. The students can be thought of as generalized, intentional reading strategies aimed at setting the stage for the reading act (setting purpose for reading).
2. The students act plans that allow them to navigate through text skillfully.
3. The students can support mechanisms aimed at sustaining responses to reading.

Variable Y: students' reading comprehension in narrative text. There are some indicators that will be achieved by the students in reading comprehension by providing English text book that involves:

1. The students are able to identify a variety of information in functional text read.
2. The students are able to comprehend the text based on the reading text.
3. The students are able to get the detail information.
4. The students are able to identify the communicative purpose of narrative text.
5. The students are able to recognize the pattern of relation.

D. The Assumption and the Hypothesis of the Research

1. The Assumption

The assumption of this research is: if the students have good metacognitive awareness, of course their reading comprehension in narrative text will be improved.

2. The Hypothesis

Ho: there is no significant correlation between students' metacognitive awareness and their reading comprehension in narrative text.

Ha: there is a significant correlation between students' metacognitive awareness and their reading comprehension in narrative text.